

Zionist Organization of American, the Anti-Defamation League, the Westchester Board of Rabbis, and UJA/Federation.

Rabbi Wohl's commitment to achieving harmony among religious, racial, and ethnic groups has been just as impressive. He helped found the Inter-Religious Council of New Rochelle, serves as Co-President of the Coalition for Mutual Respect, which encourages dialogue between Jews and African-Americans, and enjoys close relationships with community leaders representing a variety of traditions.

Rabbi Amiel Wohl's extraordinary stature and unique personal example will remain sources of inspiration to his congregants and fellow New Rochelleans for many years to come. I am proud to call Rabbi Wohl a friend and pleased to join in wishing him a joyous and rewarding retirement.

IN RECOGNITION OF YOM  
HASHOAH—THE ANNUAL DAY OF  
REMEMBRANCE

**HON. E. CLAY SHAW, JR.**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, May 2, 2000*

Mr. SHAW. Mr. Speaker, I ask that this House, and indeed, our nation pause on this Yom Hashoah—the Day of Remembrance—to remember the Six Million Jewish Men, Women and Children who perished during the Holocaust in the last century. While there were many positive legacies of the twentieth century, the Holocaust stands out as one of the most negative, shameful legacies—a legacy that must never be forgotten.

I believe it is appropriate to mark this first Yom Hashoah of the Twenty-first Century with appropriate recognition. As one of the statues that stands as a vigilant sentinel outside of the National Archives here in Washington, D.C. is inscribed "What's Past is Prologue." Without our nation's efforts to ensure that this tragedy is remembered by remembering each of its victims, such a tragedy could happen again.

Therefore, as Chairman of the Florida Congressional Delegation, I am proud to join Florida governor Jeb Bush is recognizing today, Tuesday, May 2, 2000, as a "Day of Tolerance" in our State. The promotion of tolerance for Florida citizens of all races, religions and ethnicities on this solemn day will be a small tribute to the memory of those Holocaust victims—victims of the Shoah—that are not here today to enjoy the dawn of this new century.

CHRIS AND JANE BREISETH  
HONORED

**HON. PAUL E. KANJORSKI**

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, May 2, 2000*

Mr. KANJORSKI. Mr. Speaker, I pay tribute to my good friends Chris and Jane Breiseth from my District in Pennsylvania. This week, the Breiseths are being honored with the Distinguished Community Service Award by the

Wilkes-Barre Society of Fellows, Anti-Defamation League (ADL). I am pleased and proud to have been asked to participate in this event, which is honoring such a well-respected and well-liked couple.

Dr. Christopher Breiseth will retire as president of Wilkes University in July 2001, after 17 years, the second-longest presidential term in the institution's history. He has been an extraordinary president of Wilkes University, bringing significant growth to the institution during a challenging period for all private institutions of higher education. He not only established the School of Pharmacy and oversaw the construction of numerous new buildings on the Wilkes campus, but he also maintained a warm, caring atmosphere that encouraged students to thrive.

During his tenure, the university has experienced unprecedented growth in its fundraising, programmatic and campus development initiatives. He led the institution to its 1989 designation as a university by the Pennsylvania Board of Education, a recognition of the breadth of Wilkes's programs and curricula at the undergraduate and graduate level.

Under Chris's leadership, the Wilkes campus has been transformed into a cohesive academic environment, with several buildings constructed or remodeled for student residence, study and recreation. Curricular enhancements include the 1994 creation of the School of Pharmacy, which will graduate its first class of Doctors of Pharmacy on May 20.

Chris's legacy extends to his tireless efforts as a community leader. His awards and involvements are too numerous to list them all. Personally, I developed enormous respect and appreciation for him from countless hours working together on the creation of the Earth Conservancy, a unique organization formed to reclaim thousands of acres of mine-scarred land in the Wyoming Valley. There were many difficult moments during the early days of the Earth Conservancy, and Chris Breiseth put himself at significant personal and professional risk to make our dream a reality. He continues to serve as chairman of the board and has helped to develop the Earth Conservancy into a respected and important asset for the community.

Mr. Speaker, Jane Morehouse Breiseth is a highly educated community activist in her own right. Educated at prestigious Cornell University, she earned a Bachelor's in Comparative Literature, then earned her Master's in Education there in 1967. She is certified to teach Language Arts and Social Studies in several states. Jane has taught in several schools over her career and was a study skill specialist, worked on a quality of life survey project and was assistant to the Secretary of Health, Education and Welfare.

Since coming to Northeastern Pennsylvania, Jane has continued her civic involvement. She has worked with the Family Service Association, Hospice St. John, Luzerne County Women's Conference, and the Northeast Philharmonic Society, to name just a few.

The Breiseths are active members of First Presbyterian Church in Wilkes-Barre and the parents of three fine young women, Abigail, Erika, and Lydia.

Mr. Speaker, when the Breiseths came to Northeastern Pennsylvania, they truly made it

their home, volunteering their time and energy to many worthwhile projects and community activities. The area is enriched by their presence and I am extremely proud and honored to be among their many friends. I sent my sincere best wishes as they accept this prestigious award and I look forward to their continued involvement in the community for years to come.

HELEN STAIRS THEATER

**HON. JOHN L. MICA**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, May 2, 2000*

Mr. MICA. Mr. Speaker, I would like to take this opportunity to congratulate the City of Sanford, Florida and its citizens for their successful renovation and restoration of the former Ritz Theater, to be renamed the Helen Stairs Theater, which will celebrate its grand opening on Saturday, May 6, 2000. The theater, located in the historic district of Sanford, has celebrated a storied past, and its restoration promises the citizens of Sanford the opportunity to transform an icon of another age into a community facility with a bright new future.

Originally known as the Milane Theater, the Helen Stairs Theater was first constructed in 1923 by the Milane Amusement Company as part of a broad expansion in downtown Sanford. The theater design is indicative of a building style that began appearing in the United States in the 1850s based on European models of opera houses. Motion picture expansion in the early twentieth century led to a boom in the construction of new theaters with over twenty-five thousand theaters located across the United States by 1916. The technical sophistication achieved in theater construction during this period remains unparalleled in the history of American architecture. The Helen Stairs Theater epitomizes the tremendous boom and amazing achievements made during this period and is a visual testimony to the rich history and beauty of Sanford, Florida.

The Milane Amusement Company, led by President Frank Miller and Vice President Edward Lane, built the theater as a profit-enterprise. They had acquired the site from the former Star Theater, and movie house that had been abandoned for a number of years, with the intention of creating a new theater that would be capable of accommodating seven hundred patrons. Construction of the new theater began in November of 1922, and was completed in July of 1923 for a mere \$80,000. Editors of the Sanford Daily Herald proclaimed the building as "a much needed asset in the City Substantial," and claimed that "this city now has a real theater and one of which the city can feel proud." The theater opened on August 2, 1923 to rave reviews.

Over the next few years there were management changes, the sale of the theater to Frank and Stella Evans in 1933, and in 1936, the theater was renamed the Ritz Theater. The Ritz continued to thrive through the years featuring mostly picture shows, but also including some live performances, and became

an integral part of the history of Sanford. During the 1960s, the theater attendance declined, and in 1978, the Ritz closed after failing to compete with the new multiplex theaters. The theater stood vacant until 1984 when it was reopened as the Showtime Cantina. Four years later the theater was again closed and remained vacant until the mid-1990s when it was acquired by the Ritz Community Theater Project, Inc., under the leadership of Helen Stairs. The group began renovating the theater in 1999, and it was renamed in honor of Helen Stairs whose determination and dedicated effort has resulted in its restoration.

I congratulate and thank Helen Stairs, her husband Carl and family, and all of those who joined with her in the effort to restore this historic treasure. On behalf of the Central Florida U.S. Congressional Delegation, we salute the tremendous effort that made this community project a reality.

#### FEDERALIZATION OF PUBLIC SCHOOLS

#### HON. HENRY J. HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 2, 2000

Mr. HYDE. Mr. Speaker, the April issue of the Phyllis Schlafly Report contains a penetrating analysis of education issues that now confront Congress.

I hope my colleagues will give this material the careful attention it deserves.

[From the Phyllis Schlafly Report, April 2000]

#### WHY THE PUBLIC SCHOOLS ARE BEING FEDERALIZED

Congress is about to pass legislation that will federalize every local school district and spell the end of local and state control of America's public school classrooms. Mindful of Ronald Reagan's words, "You can't control the economy without controlling the people," Bill and Hillary Clinton have found the way to control the economy by controlling America's schoolchildren.

The plan started with the passage of Bill Clinton's two 1994 laws, the Goals 2000 Act and the School-to-Work Act, and we were moved further in the same direction with his Workforce Investment Act of 1998. Now, with the Elementary and Secondary Education Act (ESEA), H.R. 2/S.2, the Clintons are about to complete the nationalization of the public school classroom.

This massive education bill is the eighth successive five-year plan to increase academic achievement by providing "compensatory education" grants to schools with high concentrations of low-income children. It is more ambitious and comprehensive than the Clintons' discredited 1994 health care plan.

A holdover from Lyndon Johnson's Great Society legislation, the ESEA has already spent more than \$116 billion. According to the Federal Government's five-year \$29 million longitudinal study concluded in 1997, the ESEA failed to achieve its objectives.

Unable to make the argument that ESEA, with its current price tag in excess of \$10 billion per year, will raise academic achievement of poor children, the Clintons designed this "stealth" legislation with very different objectives. Pretending to "educate to high

standards," ESEA mandates that all 50 states agree to implement a one-size-fits-all education plan. (Sec. 1001(a)(1))

How? The bill calls for mandated "state-wide" minimum competencies for all children. That's code language for the disastrous and discredited Outcome Based Education (OBE). (Sec. 1111(B)(4)(A,B))

OBE (also called performance-based education) is measured by "criterion referenced tests" that assess students against a low threshold of achievement (formerly associated with the letter grade "D"), rather than by "norm referenced tests" which measure how well students master a body of knowledge in comparison with other students (such as the ACT, SAT, GRE, Iowa Basic, and Stanford Achievement tests).

ESEA's purpose is to tie schools to the floor of minimum achievement rather than to the ceiling of educational excellence and possibilities. The oft-repeated phrase "all children will learn" really means that all children will be taught only the low level of learning that is actually reached by all children.

The term "minimum competencies" doesn't sell well to parents and the tax-paying public, so as linguistic bait-and-switch occurs through the bill. "Standards" means minimum levels, "accountability" means accountability to the U.S. Department's of Education and Labor, "integrated curriculum" means integrating of training into the school day, and "local control" means control only over implementing the nonacademic job-training system but not over standards, content or testing.

Not only does ESEA force OBE and criterion referenced testing on every local school district in the nation, ESEA cements into place the goals of nationalized curriculum, nationalized testing and national teacher certification, which were envisioned in the 1994 Goals 2000 Act. ESEA also continues the radical changes required by the 1994 School-to-Work Act to guide schools away from a knowledge-based system and toward training for Jobs selected by local Workforce boards. (Sec. 1111, Sat Plans)

School-to-work is the Clintons vision of controlling the economy. Students will be pigeon-holed into jobs to serve the best interests of the local economy as decided by the bureaucrats, not into careers chosen by the student.

"But," Congress proclaims, "the Goals 2000 and School-to-Work laws are sun setting!" Nothing could be further from the truth.

While those laws are about to expire, all 50 states adopted them and ESEA requires that states certify they have adopted "challenging content standards and challenging student performance standards \* \* \* with aligned assessments." That is bureaucratic jargon for continuing the 1994 Goals 2000/School-to-Work mandates. (Sec. 1111)

ESEA has already moved far in the legislative process because Congress was hoodwinked by the bills doublespeak language and only now is beginning to understand that the Goals 2000 and School-to-Work laws have morphed into ESEA. If ESEA passes in its current form, every public school district will be forced to continue implementation of the revolutionary restructuring required by the 1994 laws.

ESEA is not stand-alone legislation but works in tandem with other federal, state and local programs to mesh curriculum, graduation requirements and public funds into state-filed, federally-approved Unified Plans under the Workforce Investment Act. Under the guise of education "reform," all

traditional public school curriculum, testing and teaching methods are being replaced with a job training system modeled after failed socialized economies in Europe.

ESEA will fulfill Bill and Hillary Clinton's dream of national economic planning fed by a federalized workforce training system domiciled in the public schools. ESEA is the capstone of their plan to restructure our American system away from free enterprise, academic achievement in schools, and the freedom of individuals to select their future occupations.

#### CLINTON'S PLAN FOR EDUCATION AND THE ECONOMY

The following graphic, distributed by the Minnesota Department of Children, Families and Learning (DCFL), explains how School-to-Work is a government plan to interlock public school "reform" of curriculum with workforce preparation (job training) and economic development (national economic planning). This official state publication states that the School-to-Work mission is "to create a seamless system of education and workforce preparation for all learners, tied to the needs of a competitive marketplace."

School-to-Work means that the mission of the public schools is no longer to educate children to be all they can be, but instead to train students to take entry-level jobs as needed by the global economy. The different motivations of several special interests perfectly mesh in School-to-Work: the Clinton Administration economic gurus (Marc Tucker, Ira Magaziner and Robert Reich) who say they want America to imitate the German school-to-workforce system, the Clinton Administration education activists (particularly the teachers unions and Education Department bureaucrats) who want to control the school system, and the multinational corporations that seek a poorly-educated but well-trained labor force willing to work for low wages to compete with low-paid workers in the Third World.

The master plan to federalize education and tie it into the workforce originated with the now infamous "Dear Hillary" letter written on November 11, 1992 by Marc Tucker, president of the National Center on Education and the Economy (NCEE). It lays out a plan "to remold the entire American system" into "a seamless web that literally extends from cradle to grave and is the same system for everyone," coordinated by "labor market boards at the local, state and federal levels" where curriculum and "job matching" will be handled by counselors "accessing the integrated computer-based program."

Rep. Bob Schaffer (R-CO) correctly analyzed this letter as "a blueprint for a German model of education that would be forced upon the people of America." He said this "moves the country toward a government-owned centralized education system from kindergarten past college." He placed this letter in the Congressional Record on September 25, 1998. It is most easily accessible on Eagle Forum's website: <http://www.eagleforum.org>.

#### A TRIBUTE TO AMERICAN NURSES DURING NATIONAL NURSES WEEK

#### HON. WILLIAM O. LIPINSKI

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 2, 2000

Mr. LIPINSKI. Mr. Speaker, I would like to pay tribute to a remarkable group of dedicated